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ABSTRACT

This manual describes the activities of an educational program that is specifically designed for middle-school students with the purpose of providing steps whereby teachers can introduce the process of conflict resolution and the skills necessary for mediation to students within a classroom setting. It also encourages students, teachers, and administrators to further explore mediation or conflict management programs with the goal of introducing such a program into their schools. The program manual is broken out into three sections: Responding to Conflict; Communication Skills for Mediation; and The Mediation Process. Each section includes step-by-step instructions for implementing the program, and all necessary student worksheets and handouts are included in a separate package for easy duplication. Training takes approximately 5 to 7 hours to complete and is conducted in sessions ranging from 15 to 45 minutes. Also included is a color wall poster that reminds students of the mediation process and ground rules. (GLR)

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ED 368 808

Resolving Conflict Through Mediation

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An Educational Program for Middle School Students
Developed by Aetna Life and Casualty Company

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- Conflict Management Training Guide, Concerned Teens, Inc., Houston, Texas;
- Project Response, Rockville, Maryland;
- SPARC Role Play Packet, Community Dispute Resolution Center, Ithaca, New York; and
- Ongoing Training Activities for Student Mediators, Our Town Family Center, Tucson, Arizona.

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Introduction & Program Overview

Introduction

Conflict is a natural part of people living and working together in groups. When dealt with constructively, it can be a positive force for strengthening self-esteem and relationships.

And when it is not dealt with constructively? Few educators need to be told about the negative consequences of mismanaged conflict. They deal with them every day in the classroom, in the halls, in the cafeteria, and on the school grounds. Students lash out, act out, or withdraw during school hours in response to conflict with peers or adults, often because they lack the skills necessary to resolve the problem.

Experience has shown, however, that students in the upper elementary, middle, and high school grades can grasp the concepts and develop the skills necessary to constructively manage conflict. Consequently, interest in school-based dispute resolution programs has grown steadily since such programs were first introduced during the early 1980s. Currently, there are over 5,000 dispute resolution programs in schools across the United States according to the National Association for Mediation in Education (NAME). Conflict resolution in educational settings is thriving, because such programs have produced positive results. Many schools that have institutionalized conflict management programs find that there is less fighting, fewer suspensions, and an improved climate overall, and report high levels of satisfaction with the programs among students, teachers, and administrators.

Although there are several models of dispute resolution programs, many of the most effective combine a conflict resolution curriculum with a peer mediation program. Mediation is a process in which a neutral third party helps disputants find their own solutions to conflict. Mediation training teaches students to resolve conflicts cooperatively, thereby giving students the opportunity to be more autonomous in resolving conflicts without adult intervention.

Program Overview

Resolving Conflict Through Mediation is an educational program specifically designed for middle school students. Its purposes are to: 1) introduce the process of and the skills necessary for mediation to students within a classroom setting; and 2) encourage students, teachers, and administrators to further explore mediation or conflict management programs with the goal of introducing such a program into their schools. If a peer mediation program already exists at the high school, **Resolving Conflict Through Mediation** can also serve as preliminary training for middle school students who may be interested in participating in the program when they enter high school.

Although **Resolving Conflict Through Mediation** may fit best within the framework of a family living or life skills class, it can be integrated into the middle school curriculum in several other ways. Because it emphasizes communication skills, builds vocabulary, and provides opportunities for creative writing, it can be used within a language arts program. Since conflict occurs within many social settings and often contributes to social change, the program can be adapted for use in the social studies curriculum. **Resolving Conflict Through Mediation** can also be used in a small group setting as an enrichment or extracurricular program.

Program objectives

Resolving Conflict Through Mediation is designed to accomplish the following objectives:

- To help students recognize and define conflict and the various ways in which conflicts are resolved.
- To help students differentiate between resolution that is imposed upon the disputants (usually by an authority figure) and resolution that is achieved through cooperation (disputants working together), and to understand that cooperative resolution gives them more control over and greater satisfaction with the outcome.
- To introduce students to mediation as a form of cooperative conflict resolution.
- To acquaint students with the procedures and rules involved in the mediation process.
- To help students recognize and begin to develop communication and listening skills that are necessary for successful mediation.

- To give students an opportunity to practice mediation through role playing.

- To encourage administrators and teachers to create a mediation program in their schools.

Time requirements

The training takes approximately five to seven hours to complete, conducted in sessions ranging from 15 to 45 minutes. (Short activities can be grouped and presented in one 30 or 45 minute session.) The time requirements given with each activity are guidelines; actual times will vary, depending upon the group.

Format

Resolving Conflict Through Mediation consists of three sections:

- Section 1: Responding to Conflict

- Section 2: Communication Skills for Mediation

- Section 3: The Mediation Process

Each section includes step-by-step instructions for implementing the program, and all necessary student worksheets and handouts are included in a separate package for easy duplication. Also included is a color wall poster that reminds students of the mediation process and ground rules.

General teaching guidelines

- This program is most effective when the teacher or counselor presenting the program has had some exposure to or training in conflict resolution concepts and skills. Some schools provide informal in-service training for their teachers through their guidance departments prior to presenting the program. At a minimum, teachers should be familiar with the concepts and be able to correctly model the skills that are introduced before presenting the program.

- When presenting the program, emphasis should be placed on the value mediation can have in resolving conflicts with peers without adult intervention. Middle school students want to be treated as adults; mediation training can help them reach that goal by giving them the skills needed to take responsibility for resolving conflicts on their own.

- This program works best when the students in the class (or group) are comfortable with one another. Some classes or groups may need to participate in a few get-acquainted or ice-breaking activities before starting the program. Such activities would be appropriate, for example, if the group includes a mix of students from several classes.

- Some of the words used in the program will be new (and may appear somewhat formal) to most students. Many teachers will want to take advantage of the opportunity to build vocabulary; others may prefer to alter the vocabulary and use terms that are more familiar to their students. Since the vocabulary is less important than the concepts presented, teachers should use the approach they feel is best.

- Although the activities are presented in a step-by-step, structured manner, teachers should feel free to adapt the activities, role plays, and discussion questions to their groups.

- The role plays included in this program are generic and deal with less serious, everyday problems that most students should be able to relate to. We realize that students in many schools are dealing with more serious problems -- those involving racial tension, neighborhood violence, or dysfunctional family situations, to name a few. We have chosen, however, not to include role plays addressing such issues, because our focus is on skill development and the process of mediation rather than on solutions to specific problems. Experience shows that new skills and processes can best be introduced using realistic but relatively simple scenarios and role plays. More complex role plays could be introduced, at the teacher's discretion, as the training progresses. However, conflict resolution training programs dealing with complex problems often include content training to help the students successfully address the underlying issues. Training addressing bias and prejudice, for example, may need to precede a role play based upon a problem stemming from cultural diversity or racial tension.

- Other suggestions for extending the activities and reinforcing the concepts presented in the program include the following:

  - Have students keep a mediation notebook that includes a vocabulary list, worksheets, and homework or writing assignments to refer back to.

  - Have students create their own conflict situations for use in addition to those presented in the lessons and role plays.

  - Have students create a board game in which the communication skills learned are applied to a conflict situation. The names of the communication skills (e.g., active listening, open questions) could be written on the board, and conflict situations could be written on a set of cards.

  - To introduce or review the mediation process, show a video of the process being used by students. Such videos are available through NAME (see next page).

  - Have students evaluate each activity using the evaluation worksheet included in the worksheet package.

Information on school-based dispute resolution programs

Educators who are interested in learning more about school-based dispute resolution programs should contact the National Association for Mediation in Education (NAME). NAME promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula. Since its founding in 1984, the organization has grown from a small, informal network of people interested in teaching students conflict resolution skills, to the primary national and international clearinghouse for information, technical assistance, and training in the field of conflict resolution.

NAME distributes more than 100 books, manuals, and articles pertinent to the field. In addition to publishing a bimonthly newsletter, *The Fourth R*, NAME publishes directories, program evaluation materials, and an annotated bibliography.

NAME is housed at the University of Massachusetts in Amherst, Massachusetts. For more information, contact NAME at 205 Hampshire House, UMass/Amherst, Amherst, MA 01003, or call (413) 545-2462.

Section 1

Responding to Conflict

Objectives

1. The student will be able to recognize and define conflict.
2. The student will be able to identify various ways of resolving conflict.
3. The student will be able to differentiate between resolution that is imposed upon the disputants and resolution that is achieved cooperatively (disputants working together), and to understand that cooperative resolution gives the disputants more control over and greater satisfaction with the outcome.
4. The student will be able to define mediation as a form of cooperative conflict resolution and explain the role of a mediator in simple terms.

Vocabulary

- conflict
- cooperative
- disputes
- disputants
- impartial
- mediation
- mediator
- neutral
- resolve
- resolution

Activity 1

Personal Relationship Web*

Materials White drawing paper

Time 20-30 minutes

Procedure

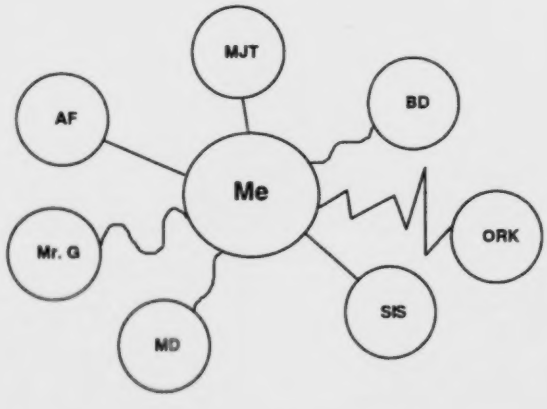
1. **Distribute** a piece of drawing paper to each student. As the activity is explained, demonstrate on the blackboard.

2. **Tell** the class that they will be making a "personal relationship web."

   - **Ask** them to draw a circle in the center of the paper and write "me" in the middle of it.
   - Then **ask** them to draw circles around the "me" circle that represent other important people in their lives. (Parents, siblings, friends, teachers, coaches, etc.) These circles can be labeled with initials.

3. **Explain** (and demonstrate) that they can use lines, connecting "me" to the other circles, to show the type of relationship they are currently having with the person represented by each circle.

If the relationship is:	
———	Calm and peaceful, a straight line can be used.
∼∼∼	Usually fairly smooth, but is now having some ups and downs, a slightly wavy line can be used.
∼∼∼	Experiencing many ups and downs, a wavy line can be used.
⩘⩘⩘	Stormy, a jagged line can be used.



4. When the group is finished, **ask** if anyone would like to share his or her "web" with the rest of the class. After several students have had the opportunity to discuss their "webs," **comment** that even the smoothest relationships experience "wavy or jagged lines" at times.

continued

Source: Adapted from Project Response

Activity 1

Personal Relationship Web

Procedure, ***continued***

Introduce these words:
- conflict
- disputes

5. **Ask** if anyone can think of a word that describes what those wavy and jagged lines represent. **Write** the words on the blackboard. Possible responses might include: fights, problems, anger, etc. If no one mentions the words conflict and/or disputes, write the word(s) on the board and **explain** that conflict and/or disputes are also words that describe those wavy and jagged lines.

   Note: Although it is not necessary to dwell on the words conflict and disputes, they should be introduced, since they are used throughout the training program.

6. Through questioning, elicit discussion on the following:

   - The "personal relationship webs" suggest that conflict is a normal part of life. **Ask** the class if they agree or disagree and for comments they might want to share.

   - The "webs" also suggest that we have conflict (perhaps most often) with people we are close to, such as our friends and parents. **Ask**: Why do you think that is? Who do you have conflict with most frequently? What kinds of conflicts?

   - Conflict can have positive results, if properly handled. (Conflict can lead to personal growth; conflict can lead to social change.) **Ask**: Can conflict ever be good or lead to a good result? Can the class provide any examples?

7. **Ask** (referring to the "webs"): If you could change a few of those wavy or jagged lines to straight or slightly wavy lines, which ones would you change? Why? How would your life be different? Do you think that it is possible to smooth out any of those wavy or jagged lines?

8. In closing, **tell** the class that they will be learning more about conflict and about ways of resolving conflict.

Homework
(or optional in-class follow-up activity)

Talking About Conflict

Materials

Newspapers or news magazines

Procedure

1. **Explain** that conflict occurs in many types of social settings: within families, within neighborhoods, within schools, on the job, within the government, and among nations.

2. **Ask** the class to look in newspapers or news magazines (or listen to the local and national news) for examples of conflict for discussion in class; or have the students write a short essay, analyzing one of the conflict situations they have found, answering the following questions.

   - Who is involved in the conflict?
   - How did it start? (or, Why has it happened?)
   - What does each person/side hope to gain?
   - How are they trying to get what they want?
   - What might happen next?

3. An alternate approach would be to describe and analyze a personal conflict situation using the above questions.

List identified causes on the board.

4. Based upon the examples provided, **ask** the class to identify some of the common causes of conflict. (E.g. competition for the same thing, misunderstanding or miscommunication, different needs or values.) List these causes on the board.

Activity 2

Conflict Resolution Styles

Materials

Writing paper

Time

30-45 minutes

Procedure

1. **Explain** that when people are involved in conflict, they react in different ways. They might: 1) try to avoid the conflict or run away; 2) try to win through force or power; 3) give in to or go along with the other person; or 4) try to work it out with the other person. These reactions are called "conflict resolution styles."

Write these conflict resolution styles on the board:
- Run Away/Avoid
- Fight/Overpower
- Give In/Go Along
- Work it Out

2. **List** these "conflict resolution styles" on the board using the following terms: Run Away/Avoid; Fight/Overpower; Give In/Go Along; and Work it Out.

   Note that each type of response may or may not be useful, depending on the situation.

3. **Read** the following scenarios to the class. **Ask** the class to identify which conflict resolution style was used in each scenario and briefly **discuss** whether or not it was a useful response.

   - Charlie is not very popular with most of the kids at school, in fact, they often make fun of him and call him names. Tom has always liked Charlie, and Charlie has been a good friend to Tom. For example, Charlie has let Tom borrow his CDs and he has helped Tom with chores. Tom is sitting with a group of boys in the school cafeteria. Charlie comes by, he looks like he wants to join the group, but the other boys start making fun of him. Tom wants to "stand up" for Charlie, but Tom says nothing, and Charlie finds a seat by himself on the other side of the cafeteria. Tom feels really bad.

   - It's Saturday, and two friends, Sherri and Sandy, are arguing over what to do. Sherri wants to go to the movies and then go for ice cream. Sandy wants to hang out at the mall and then go for Mexican food. Finally, they decide to go to the movies and then get Mexican food.

continued

Conflict Resolution Styles

Procedure, ***continued***

- Pete, who sits behind Rick in class, is annoying Rick by making noises. The more Rick complains, the more Pete does it. Finally, Rick loses his temper, grabs Pete by his shirt, starts shaking him, and tells him that if he doesn't stop he will "get him" after school. The teacher sends Rick to the office.

- Laurie and Jen are friends. Laurie heard from another girl, Robin, that Jen has been spreading rumors about her. Laurie is hurt and upset. She has been eating lunch alone in study hall, instead of eating with Jen and her other friends in the cafeteria. When Jen calls Laurie on the phone, Laurie pretends that she is not at home.

- Linda is watching her four year old brother at the park. He constantly wanders over to the parking lot, which is very busy, because he likes to look at the cars. Linda tells him repeatedly to stay away from the parking lot and tries to interest him in the playground equipment. But he doesn't play on the equipment for long and continues to wander back to the parking lot. Finally, Linda picks him up and takes him home. (**Note:** In this case, use of power is appropriate because the situation is dangerous and Linda is responsible for her brother's safety.)

- Jane is walking home from school alone. Further up the street, a group of older "tough" kids comes out of a store and starts walking in her direction. These kids are known to be trouble-makers -- they often start fights or steal from other kids. Before they notice her, Jane ducks into the drugstore and looks through the magazines until they are gone. (**Note:** In this case, avoiding a potential conflict is a useful response -- it is a potentially dangerous situation and the "tough" kids are not likely to be interested in "working it out.")

- Since Richard's grandparents (whom he rarely sees) are coming to visit for a few days, Richard's mother has asked Richard to give them his bedroom and sleep on the couch while they are visiting. Richard doesn't want to give up his room, he thinks his sister should give up her room, and starts to argue with his mother. But, sensing that his mother is not in the mood to discuss this, and is getting very angry, he finally says okay. (**Note:** In this case, giving in is appropriate because the problem is not ongoing or very serious, and Richard probably has more to gain in the long-run by doing what his mother asked.)

continued

Conflict Resolution Styles

Procedure, ***continued***

Additional Practice

4. **Divide** the class into four groups. **Assign** one of the four conflict resolution styles to each group. Then **read** one of the following conflict scenarios to the class and **ask** each group to write an ending or prepare a brief role play based upon the conflict resolution style assigned to the group.

   Have members of each group read their ending or perform their role play for the class. If time permits, have each group repeat the exercise using the other conflict scenario and a different conflict resolution style.

   The After School Job: Mark, who is in the eighth grade, works for an hour or two each day after school in his uncle's restaurant. He likes having the spending money, and is also saving for a CD player. When he works, his uncle is not there, so the restaurant is managed by an older woman. Several high school girls also work in the restaurant. All of the girls were hired by the woman manager. Mark feels that the manager favors the girls: she always gives them the more pleasant and "important" tasks, such as cashiering and waiting on customers, while she gives him the more unpleasant tasks, such as cleaning up tables, washing pots and pans, and cleaning the kitchen. After several weeks of what he considers unfair treatment, Mark feels that he has "had it." What does Mark do?

   The Five-Dollar Bill: Debbie and Elaine, who are friends, are on their way to the store to buy some snacks before going to watch the ball game. In the parking lot, which is empty, they both spot a five-dollar bill on the ground. Debbie quickly picks it up and puts it in her pocket. Elaine says, "Hey, I saw it too." Debbie replies, "I saw it first, and I'm keeping it." Elaine does not feel that Debbie is being fair. What does Elaine do?

Activity 3

Win-Win Conflict Resolution*

Materials

Prepare the following chart on the board:

Problem: *(e.g., Fighting over television show)*		
Person A	**Person B**	**Solutions to Problem**

Time

30-40 minutes

Procedure

1. **Review** the lesson on "Conflict Resolution Styles." **Explain** that different ways of dealing with conflict can have very different results.

2. **Explain** that there are three common results of conflict. **Write** each result on the board and, in turn, **ask** if the class can describe what each means before providing the definitions given below.

Write each result on the board:
- Win-Lose
- Lose-Lose
- Win-Win

Result	Occurs when
Win-Lose	One side is satisfied (or happy) with the outcome, but the other side is not satisfied.
Lose-Lose	Both sides are dissatisfied with the outcome.
Win-Win	Both sides are satisfied with the outcome; this outcome usually comes from cooperative problem solving (from working together to solve the problem).

continued

*Source: *Adapted from Project Response and Conflict Management Training Guide*

Activity 3

Win-Win Conflict Resolution

Procedure, ***continued***

3. **Read** the following conflict scenario to the class:

   Kevin and Paul are friends. Kevin is 14 and Paul is 13. It is a Friday night, and Paul is staying at Kevin's house for the weekend. The boys have been watching television, but now they are arguing over what to watch next. Kevin wants to watch the basketball game; Paul wants to watch a comedy show. Their arguing becomes louder and angrier. Kevin's mother is not home, but his father is in another room, upstairs, paying bills (or resting, or reading).

Elicit outcomes that represent the 3 results

4. **Ask** the class to think of *all* the ways this conflict could be solved. **List** those solutions on the chart under Solutions to Problem. It will be important to elicit outcomes that represent the three results discussed above. Therefore, you may need to ask probing questions such as, "What might happen if Kevin's father hears them arguing?"

   Through class discussion, **determine** what process was used to achieve each solution (e.g., was the solution imposed upon the boys, did one give in or dominate, or did they arrive at a solution cooperatively).

If a Win-Win solution (two plus signs) has not been suggested, help the class to identify one and discuss the process used to achieve that solution.

5. **Discuss** each solution from each boy's point of view to determine how satisfied each boy would be with each solution. **Record** under each boy's name on the chart:
   - \+ (plus sign) for satisfied
   - \- (minus sign) for dissatisfied

continued

Activity 3

Win-Win Conflict Resolution

Procedure, ***continued***

Possible approaches to resolving this conflict include:

- Paul and Kevin stop fighting and work out a mutually acceptable compromise solution (e.g., they find a third program, one that they both agree to watch). Win-Win solution achieved through cooperation.
- Paul just gives in to Kevin (e.g., he agrees to watch the game even though he has no interest in basketball). Win-Lose solution.
- Kevin, who is older and bigger, through force, imposes his choice on Paul. Win-Lose solution.
- Kevin's father, through his authority, imposes a solution (e.g., turns off the television and tells them to go to bed). Lose-Lose solution.
- Kevin's mother comes home, and the boys ask her to settle the dispute. She decides that they all should watch the game. Win-Lose solution.
- Kevin's father acts as a peace-maker and helps the boys work out a mutually acceptable solution by suggesting alternatives (e.g., they tape one program, while they watch the other). Win-Win solution achieved through cooperation.

6. **Reinforce** the concept that cooperative resolution is possible and can lead to greater satisfaction by discussing the following:

   - Which solution(s) seemed to be the best? Why?
   - Why was it possible to reach a Win-Win solution in this situation? (The boys were friends, they were spending the whole weekend together, so it was in their best interest not to fight.)
   - Is it possible to reach a Win-Win solution in every conflict situation?
     - When would it be most likely to happen? (When the relationship is important; when continued fighting will lead to some type of punishment; or when the individuals have ongoing interaction.)
     - When would it be less likely to happen? (When there is no real relationship involved; when emotions are strong; or when punishment for fighting is unlikely.)

Activity 4

Introduction to Mediation

Materials

Mediation Demonstration role play (included in worksheet package; make 3 copies)

Time

20-25 minutes

Procedure

1. **Review** the concept of Win-Win conflict resolution from the previous lesson: people in conflict situations are more satisfied with the outcome when they are involved in the resolution process and agree with the solution.

2. **Explain** that even when we want to, it is sometimes very difficult to resolve our differences cooperatively. **Ask** (and briefly discuss) why that is. (e.g., People become angry and have difficulty seeing the other person's point of view or possible alternatives; people come from different backgrounds or have different values or needs.)

3. **Explain** that with the help of two students, you will demonstrate how an individual who is not involved in the conflict can sometimes help the disputants find a Win-Win solution to the problem.

4. **Ask** for two volunteers who are willing to read the roles of the disputants, Karen and Sandy. (Teacher will read the role of Janice, who acts as a mediator.) **Give** each student a copy of the role play to review; then **read** the background section of the role play to the class.

Read background to class prior to role play

Background:
Karen, who is 13, has a great deal of artistic ability. She hopes to be a painter someday. Since moving into town four years ago, Karen attended the local school with the other kids in the neighborhood. Then at the beginning of seventh grade, her parents insisted that she attend a school across town that has a special program for gifted and talented students. Now her old friends no longer include her in their activities. It is a Saturday, and Karen is at the mall. She sees some of her old friends at the food court, walks over to one of them, Sandy, and tries to start a conversation. But Sandy doesn't respond, and the two begin to argue. Janice, an older girl, whom they both admire, is within earshot.

continued

Introduction to Mediation

Procedure, *continued*

5. **Conduct** the role play.

Teacher plays the part of Janice

Role play

Karen	"Hi Sandy, it's me, Karen. How are you!"
Sandy	"Get lost, who wants to talk to you?"
Karen	"Come on, Sandy, what's going on? Why don't you ever talk to me anymore?"
Sandy	"Why don't you go talk to those gifted kids at your new school?"
	Janice joins Karen and Sandy.
Janice	"Hey, what are you two arguing about?"
Karen	"She's just being nasty."
Janice	"Karen, you seem upset about this."
Karen	"I thought she was my friend, now she won't talk to me."
Janice	"Sandy, do you have anything to say?"
Sandy	"I don't know why she's upset, she's such a snob."
Janice	"Why do you think she's a snob?"
Sandy	"Well, for one thing, she decided not to go to our school anymore. She thinks she's too good for us."
Janice	"Karen, I didn't know you were going to a different school. How do you feel about it? Do you like it?"
Karen	"I hate it. I didn't want to go, my parents are making me go."
Sandy	"But I thought you wanted to be an artist. I didn't think you wanted to hang around with regular kids anymore."
Karen	"I do want to be an artist, but I wish I was back at the old school. I really miss my old friends. Can't we still get together once in a while?"
Sandy	"I didn't know you felt that way. I thought you wanted to go to that school. Come on, let's get something to eat."

continued

Introduction to Mediation

Procedure, *continued*

6. Following the role play, **ask** the class to explain how "Janice" helped resolve the conflict. (What did she do? What did she not do?)

   Explain that Janice acted as a mediator and that the conflict was resolved using a very simple version of a process called mediation.

7. **Explain** that a mediator is a person who helps people find a Win-Win solution to a problem. To do this, a mediator must be neutral and impartial. **Discuss** briefly what those words mean, drawing on the example of Janice from the role play:

   Neutral — The mediator tries to help the disputants find their own solution to the problem but does not give them advice or tell them what to do. (Although Janice did not do this, a mediator can make suggestions for the disputants to consider.)

   Impartial — The mediator does not criticize, judge, or take sides. (Even if the mediator feels that one side is right.)

   Explain that to be trusted, the mediator also keeps information and discussions private and does not share what is said during mediation with anyone outside of the mediation.

8. **Ask** if anyone can think of a time (at school, at home, etc.) when a parent, brother/sister, or friend acted as a mediator and what he/she did that was helpful.

9. **Tell** the class that they will be learning more about how to use mediation to resolve disputes.

Section 2

Communication Skills for Mediation

Objectives

The student will be able to recognize and begin to apply communication skills that are important in mediation: converting you statements to I statements; active listening; interpreting body language; and questioning that helps to identify common ground or hidden agendas.

Note: Many different communication skills are introduced in this section. Practice and reinforcement will be needed. After each skill has been presented through the in-class activity, ask the class to practice the skill for homework. For example: "Before we meet again, practice I Statements with your parents or friends and be ready to report on the results in class." (Thanks to Patricia Saeli at Emmet Belknap Middle School in Lockport, New York for this suggestion.)

Vocabulary

- active listening
- body language
- common ground
- hidden agenda
- I statement (you statement)
- open question (closed question)

Activity 1

I Statements*

Materials

I Statement worksheet (included in worksheet package; make 1 copy for each student)

Time

30 minutes

Procedure

1. **Review** the definition of mediation and the role of the mediator in conflict resolution. **Explain** to the class that as a first step in learning to use mediation as a way of resolving conflict, they will learn more about the special communication skills that the mediator and the disputants use to resolve the problem.

2. **Explain** that during conflict situations (fights, arguments) we hear many you statements. For example: "You never listen." "You always borrow money from me, and you never pay it back." "You are a crook." **Ask** for a few other examples.

3. **Discuss** the following:
   - How do you statements make the other person feel?
   - How does the other person respond?
   - What effects do you statements have on the conflict?

4. **Summarize** the discussion: You statements cause the listener to feel blamed or judged. They cause the listener to defend him or herself, withdraw (clam up), or fight back instead of trying to solve the problem. They can make the problem worse.

5. **Explain** that in mediation we use I statements instead of you statements. I statements let the other person know **how** you feel, **why** you feel that way, and **what** you want. For example, instead of saying to a boy who owes you money, "you're a crook," you could say, "I get mad when I loan someone money, and he doesn't pay it back. My mom wants to know what I do with my money, and I get into trouble if I can't explain."

   Ask the class what type of response the above I statement might have.

continued

**Source: Adapted from Conflict Management Training Guide*

Activity 1

I Statements

Procedure, ***continued***

6. **Explain** that I statements are used in mediation, because they help to get the disputants talking and set the stage for problem solving.

7. **Distribute** the I Statement worksheet and **do** the first problem with the class. Have the class **complete** the worksheet and then **discuss** the various I statements they have written.

Students create an "I statement" for each problem:

I _____
when _____
because _____

I Statement worksheet problems

1. You loan your library book to your friend and he/she loses it.
2. Your best friend shows your boyfriend (or girlfriend) a note you wrote about him (or her).
3. The student next to you looks at your work during a test and gets you into trouble.
4. Your mother makes you wash the dishes, which makes you late for the movies.
5. Your teacher always calls you by your "real" name, Francis. You hate this name. Everyone else calls you Frank.
6. Even though there is no dress-code, your parents won't let you wear sneakers to school. Everyone else does.
7. The student who sits behind you in class distracts you by constantly tapping your chair and throwing paper wads at you.

8. **Comment** that I statements should be used any time you seriously want to resolve a conflict, but are especially useful in certain situations. **Ask** the class to identify situations in which I statements might be especially useful. Possible situations include:

   - When you do not want to hurt someone's feelings but need to let him/her know that his/her behavior is bothering you or creating a problem for you.
   - When the conflict involves someone who is older or in a position of authority, such as a parent or teacher.

Activity 2

Active Listening*

Materials

- Michelle and Krista role play (included in worksheet package; make 1 copy)
- Active Listening worksheet (included in worksheet package; make 1 copy for each student)

Time

30-35 minutes

Procedure

1. **Explain** that in mediation, the mediator uses active listening to help the disputants clearly explain the problem and understand each other's point of view. Active listening involves:
   - **listening** for the main idea;
   - **asking questions** to be sure that you understand what the speaker means and how the speaker feels, or
   - **restating** what you think you heard so that the speaker can clarify his/her message.
2. Examples of clarifying questions and restatements are:
   - So you feel...
   - Are you saying...
   - Do you mean...
   - I think you are saying...

Michelle and Krista conflict

3. **Select** a student who is verbal and creative -- someone who can think on his/her feet -- to help demonstrate active listening through a role play. Have the student silently **read** the Michelle and Krista role play. **Tell** the student to carefully consider the facts presented in the background section (e.g., disputants are good friends, sweater is soiled but may not really be ruined) when responding to the active listening questions.

continued

*Source: *Adapted from Ongoing Training Activities for School Mediators*

Activity 2

Active Listening

Procedure, ***continued***

4. **Explain** to the class that (name of student) will help you (the mediator) demonstrate active listening. Then, **read** the background section of the Michelle and Krista role play to the class:

   Background:
   Michelle and Krista are good friends. Michelle received an expensive new sweater from her mother as a birthday gift. Krista borrowed the sweater from Michelle to wear to a picnic. When Krista returned the sweater to Michelle, it was soiled. Michelle is very upset.

5. Have the student **read** Michelle's part to the class (with feeling).

Michelle	"My mother is going to kill me when she sees this sweater. It's ruined. Krista's a pig -- she doesn't care about anything. I let her borrow my sweater and now look at it. I'll never speak to her again."

6. **Clarify** how Michelle is feeling through active listening ("Michelle" should respond to your questions/statements):

   - What I hear you saying is that you are mad at Krista for not taking care of your sweater. (A possible response might be: "Yes, I am furious at her.")
   - Are you saying that you expected more from a friend? (A possible response might be: "Of course. I did her a favor, and look how she re-pays me.")
   - You said your mother would kill you. Do you mean that your mother will be so angry she might punish you very badly? (A possible response might be: "I'm not really sure what my mother will do, but I know she paid a lot for that sweater, and she will probably be mad.")
   - You feel that your sweater is ruined? That nothing can be done to clean or repair it? (A possible response might be: "It looks pretty bad, but maybe it can be cleaned.")

continued

Activity 2

Active Listening

Procedure, ***continued***

7. After you have finished the role play, **ask** the class to describe the possible effects of active listening in this situation. For example: Provides an opportunity for Michelle to vent her anger. Diffuses the situation -- Michelle acknowledges that her mother will probably be angry but will not "kill" her. Sets the stage for exploring possible solutions -- maybe the sweater can be cleaned.

8. **Distribute** the Active Listening worksheet to the class. **Explain** that you will read two conflict situations (see below: John and Tim and Carol and Marie). For each one, the class will "listen actively" and write on the worksheet two or three questions/statements that a mediator might use to restate or clarify what the disputant is saying and feeling.

9. After you have read each conflict scenario, **allow** a few minutes for the class to record their questions/statements, then **discuss** some of the questions/statements and the effects they might have on the disputant.

John and Tim conflict

Background	John wears his watch to school every day but usually keeps it in his desk or gym locker during physical education class. Several hours after his last gym class, he could not find his watch in either place. A few days later, he noticed that Tim was wearing a watch "exactly like" his. He accused Tim of stealing it, Tim denied stealing the watch, and now, John is complaining to his friends.
John	"Tim is a no good liar and a thief. He stole my watch, and now he is flaunting it. I'll get him for this."

Carol and Marie conflict*

Background	Carol and Marie are in the same art class. Carol has worked long and hard on a clay sculpture. Marie picked it up, without asking, to look at it. Marie dropped the sculpture, and it broke into several pieces. Carol starts shouting in class:
Carol	"Look at what she did! I told people not to touch it. I'm going to find something of hers and smash it. We'll see how she likes it when her work gets destroyed."

**Source: Adapted from SPARC*

Activity 3

Nonverbal Communication*

Materials

10 index cards labeled with the following words:

Time

15-20 minutes

Procedure

1. **Introduce** the concept of body language through a demonstration that sends the class a "mixed message." For example, storm into the room, slam a book down on your desk, stand with your arms crossed, frown, stamp your foot, and say, "Today will be a great day; we will do some really interesting and fun things today."

   Then **ask** the class how they felt about the words you were saying. Did they believe them? Were they comfortable with them? Why not? How else were you communicating? Which was more believable?

2. **Discuss** the concept of body language with the class. (We all communicate on two levels: in verbal and nonverbal ways. Feelings are often communicated through body language.)

Angry	Irritated
Sad	Bored
Guilty	Excited
Snobby	Worried
Hurt	Scared

3. **Ask** for volunteers to demonstrate, through body language, the words (feelings) written on the index cards; have the class identify the feelings being demonstrated.

continued

*Source: *Adapted from Project Response and Conflict Management Training Guide*

Activity 3

Nonverbal Communication

Procedure, ***continued***

4. **Continue** with a short discussion on how nonverbal communication can be more powerful than verbal communication. **Explain** that sometimes a person says one thing, "Oh, no, I'm not hurt," and his/her body is telling his/her real feelings (misty eyes, looking away or down, shuffling walk, etc.).

   Ask if the class can recall any time they experienced this and **discuss** why people sometimes use body language to show their real feelings.

5. **Explain** that body language can show attitude as well as emotion. **Ask** the class if they can identify or demonstrate the positive kinds of body language that would help when trying to solve problems through mediation (nodding, maintaining eye contact, etc.) and the negative kinds of body language that would interfere with problem solving (turning away, drumming fingers, rolling eyes, etc.).

   Explain that the mediator and participants in mediation need to be aware of and use positive body language.

Activity 4

Open Questions*

Materials

Open Questions worksheet (included in worksheet package; make 1 copy for each student)

Time

15-20 minutes

Procedure

1. **Explain** to the class that a mediator uses open, rather than closed, questions to uncover the complete story when helping disputants solve problems. Open questions are important, because they help the disputants get all of their thoughts and feelings out. The disputants cannot solve the problem unless they do this.

2. **Explain**:

   - Open questions are non-judgmental (they do not place blame, accuse, or suggest that the mediator favors one side over the other) and allow the person to respond in many ways. For example, "Can you explain how you got that cassette?"

   - Closed questions allow for only short or one-word answers (especially yes or no) and can be judgmental or place blame. For example, "Did you steal his cassette?" or "Why did you steal that cassette?"

3. **Distribute** the Open Questions worksheet. **Ask** the class to read the questions on the worksheet and label each open or closed. Each closed question should then be rewritten as an open question.

continued

Source: Adapted from Ongoing Training Activities for School Mediators

Activity 4

Open Questions

Procedure, ***continued***

The questions follow. (Examples of how the closed questions can be rewritten as open questions are provided in parentheses.)

1. How did you feel when you discovered your bike missing?
2. Did you break his radio? (How did the radio get broken? What happened to the radio?)
3. Why can't you just help you brother with his chores? (How do you feel about helping your brother with his chores?)
4. Are you sure you never called him a liar? (What did you say about him when you were talking to your friends?)
5. Why don't you like her? (Can you tell me how you feel about her?)
6. Can you tell me more about that?

4. Go over each question with the class and discuss the open questions rewritten as alternatives to the closed questions.

Review and Practice Activity*

Procedure

1. Briefly **review** and ask for examples of: 1) the type of positive body language that should be used in mediation; 2) active listening questions/statements; and 3) open questions.

2. **Divide** the class into groups of four. One student (the speaker) in each group will talk about a topic that involves strong feelings, and another student (the active listener) will respond using positive body language, active listening, and open questions -- skills that are important in mediation.

   Two students will act as observers, who record and rate the communication skills that are used (e.g., clarifying statements/questions, paraphrasing, and open questions).

3. **Reverse roles** so that each student has an opportunity to talk, to practice communication skills, and to observe.

4. If necessary, this activity could be repeated several times, so that emphasis can be put on specific skills.

   - For example, the first time, the active listener could be asked to practice paraphrasing and reflecting feelings. The observers would listen to determine if the active listener accurately restated what the speaker was saying and feeling.

   - The second time, the active listener could be asked to use clarifying statements/questions. The observers would identify these.

   - The third time, the listener could be asked to use open questions to obtain additional information. The observers would identify the new information or feelings expressed.

   - Positive body language should be practiced each time.

continued

**Source: Adapted from a suggestion made by Patricia Saeli at Emmet Belknap Middle School in Lockport, New York.*

Review and Practice Activity

***Procedure,** continued*

5. Topics for discussion include:

   - Something you accomplished that was very difficult, but that you were very proud of. Discuss how you felt at first, what you did, and how you felt after you succeeded.
   - A recent event or incident that made you very happy or excited. Discuss what happened, how you felt, and what you said or did.
   - A recent event or incident that made you very angry, frustrated, or upset. Discuss what happened, how you felt, and what you said or did.
   - A recent "bad day." Discuss what happened, how you felt, and what you said or did.

Activity 5

Common Ground

Materials

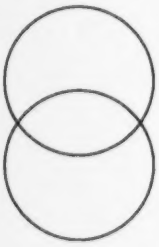
Common Ground worksheet (included in worksheet package; make 2 copies for each student)

Time

15-20 minutes

Procedure

1. **Write** the term common ground on the board, and **ask** if anyone has heard of the term or knows what it means. **Explain** that in many conflict situations (especially those involving individuals who have an ongoing relationship) there is often something that the disputants can agree on or something that they both want, a shared need. We call this area of agreement or this shared need common ground. The mediator must listen carefully to identify common ground and use it as a basis for helping the disputants reach a solution to the problem.



2. **Distribute** the Common Ground worksheets to the class. **Explain** that the area where the two circles overlap represents common ground. **Read** each of the following scenarios to the class, and **ask** them if they can identify any common ground and briefly describe it on the worksheet. Then, **discuss** the common ground identified by the class and how a mediator might use that common ground to help the disputants resolve the dispute.

Mike and Pete

Mike and Pete have lived in the same neighborhood for several years, but have never gotten along very well. They are often rivals, especially when involved in neighborhood activities requiring athletic ability, such as street hockey or skate boarding. They frequently get into fights trying to "show each other up." Now they are both on the school's soccer team. They find it difficult to work together and constantly argue during the course of team play. The coach has threatened to kick them both off the team.

If the class has difficulty identifying common ground, **assist** by asking the following questions:

- What things are important to both Mike and Pete? (e.g., reputation as a good athlete, staying on the team)
- What might happen if they cannot control their bickering while playing on the team?
- How important do you think it is for each of them to stay on the team?
- Could a mediator use "staying on the team" as a basis for helping them resolve the conflict?

continued

Common Ground

Procedure, ***continued***

Sandy and Karen

Sandy and Karen are twin sisters. It is Saturday night, and both are planning to go to the movies with a group of mutual friends. Sandy must get the dishes washed before she can go out. Karen wants to wash her hair, and the sisters are arguing over who will use the sink. Sandy says, "If I don't get these dishes washed right away, I'll be late." Karen responds, "But I must get my hair washed quickly -- I don't have time to take a shower. I think Ted will be there, and I want to look good."

If necessary, **ask** questions, such as the following, to help the class identify common ground.

- What does each girl want? Do they want any of the same things?
- What type of relationship do you think Sandy and Karen have? (Even though they may be arguing now, they probably have a good relationship; they are twins and they share the same friends.)
- Is it important for them to maintain a good relationship? Why?
- How could a mediator use the fact that they are sisters, with the same group of friends, to help them find a Win-Win solution to this conflict?

Activity 6

Hidden Agendas*

Materials	Jim and Bill role play (included in worksheet package; make 1 copy)
Time	30 minutes
Procedure	1. **Write** the term hidden agenda on the board and **ask** if anyone has heard of the term or knows what it means. **Explain** that in a conflict situation, a hidden agenda can be something that is bothering a person that he/she does not feel comfortable talking about. Hidden agendas can affect behavior. **Explain** that the mediator uses certain types of open questions to bring out hidden agendas. If the hidden agenda does not come out, it will be very difficult to resolve the conflict or reach a true or lasting Win-Win solution. 2. **Select** two students to play Bill and Jim, **give** each his part, then **read** the background section of the Jim and Bill role play to the class: **Background:** This morning, before he left for school, Jim's mother yelled at him -- for the third time this week -- for not completing some household chores. Jim feels that he is doing more than his share, compared to his brother and sister. He is tired of his mother's nagging and is feeling very "touchy." Bill, Jim's long-time friend, kidded with him when he got on the bus. He punched him softly on the arm and said, "How ya doing, Dude?" (or some other common nickname, e.g., Bucko) Jim shoved Bill, and the two started to fight.

continued

Source: Ongoing Training Activities for School Mediators

Activity 6

Hidden Agendas

Procedure, ***continued***

3. **Conduct** the role play:

Jim	"Bill is a real pain. He called me a name, and I'm sick of it. Why doesn't he just leave me alone?"
Bill	"I don't understand what's going on with Jim. We're friends -- we always tease each other and call each other names. Now he's jumping down my throat."

4. **Have** the class identify the hidden agenda by discussing the following:

   - How did Jim describe the problem?
   - Was that the only problem?
   - What else was bothering Jim?
   - Why didn't Jim want to talk about this?
   - Is the real problem between Bill and Jim?

5. **Ask** the class if they can think of any examples of hidden agendas from their own experiences.

6. **Ask** the class if they can think of any questions that a mediator might ask to bring out the hidden agenda. Examples include:

   - Is something else bothering you? Is something else going on?
   - Is there something else you would like to talk about?
   - You look like you have something more to say.
   - Is there anything you would like to add?

7. **Review** the concept of common ground, and **ask** the class if they can identify any shared needs in the Jim and Bill conflict.

Homework
(or optional in-class writing activity)

Review Activity

Procedure

1. As homework or an in-class writing activity, **have** the class describe a conflict or problem situation based upon their own experience. It should be one that they think could be solved through mediation (problem between friends, classmates, siblings, parent/child, etc.).

2. In a subsequent class session, **read** some of the conflict situations to the class, and **ask** them to apply some of the communication skills discussed in previous lessons. Examples of questions to ask include:

   - Could there be a hidden agenda here?
   - Do you see any common ground in this problem?
   - Can anyone think of an I statement that might help?

Section 3

The Mediation Process

Objectives

1. The student will be able to describe the mediation process and the ground rules of mediation.

2. The student will be able to demonstrate understanding of the process by participating in and critiquing mediation role playing.

Note: It is not expected that students will become skilled peer mediators through this role playing, but that they will gain an understanding of the basic process. The process presented here is a model used in many schools. There are variations, however. Some models, for example, permit the mediator to meet privately with the parties after the initial joint session.

Vocabulary

- brainstorming
- ground rules
- party } (those involved in a dispute)
- parties }

Activity 1

The Mediation Process

Materials

- Mediation Poster (included in inside cover pocket)
- Mediation Process worksheet (included in worksheet package; make 1 copy for each student)

Time

15-20 minutes

Procedure

1. **Explain** to the class that they will be learning more about the mediation process. (**Note:** it might be helpful to explain that as a process, mediation is somewhat formal and includes steps and rules; and that the process is used in many schools, and also by businesses and the courts, to resolve conflicts.)

   Distribute the Mediation Process worksheet to the class.

2. Using the Mediation Poster and Mediation Process worksheet, **explain** and **discuss** the steps in the mediation process.

3. **Note** that during the process, the mediator explains the ground rules of mediation. **Ask** the class what they think some of those rules might be (write on board) and why each rule would be important.

   Summarize the discussion on ground rules. Most school mediation programs have four basic rules:

   - Do not interrupt the other party.
   - No name calling -- use I statements.
   - Tell the truth.
   - Work hard to solve the problem.

If the 4 basic ground rules have not been identified, write them on the board and briefly discuss why they are important

continued

The Mediation Process

Procedure, ***continued***

4. **Ask** the class to identify the participants in mediation (mediator, parties involved in a dispute) and review the roles of each:

Mediator

- Explains the mediation process and ground rules.
- Helps the disputing parties resolve their dispute by helping them define and clarify the problem, and by helping them identify possible solutions.
- Does not judge or give advice.
- Keeps the mediation process confidential.

Disputing parties

Each party describes the problem as he/she sees it and works with the mediator and the other party to reach a solution.

Activity 2

Mediation Role Playing

Materials

- Copies of selected role plays (included in worksheet package)
- Mediation Checklist (included in worksheet package; make 3 or 4 copies for each student)
- Mediation Poster (included in inside cover pocket)

Time

30-45 minutes (depending upon the number of role plays conducted)

Procedure

1. Using the Mediation Poster, briefly **review** the steps in the mediation process and the ground rules of mediation.
2. **Explain** that the class will learn to use the mediation process through role playing. Briefly **describe** one of the role plays (e.g., this role play involves a mother and son who cannot agree on how late the son should be allowed to stay out). **Ask** for three volunteers (mediator and two disputants) who would be willing to try to solve the problem by role playing a mediation session. **Explain** that you will help them by coaching and by calling "time out" to discuss what is happening during the role play. **Explain** that the class will observe and comment on what is happening using a Mediation Checklist.
3. **Distribute** the Mediation Checklist and **review** its various sections with the class.
4. **Give** the volunteers a few minutes to review their roles and allow 10-15 minutes for the role play (the rest of the class will observe and use the Mediation Checklist to record comments on the role playing).
5. After the role play, **ask** the observers to comment on the following:
   - Did the participants observe the ground rules?
   - What communication skills did they use?
   - What was done particularly well?
   - What could have been done better?
   - Did they reach a solution? Will it work? If not, why not?

continued

Activity 2

Mediation Role Playing

Procedure, ***continued***

6. Continue with additional role plays in this or subsequent class sessions.

An alternate approach

1. **Divide** the class into groups of five or six and assign the following roles: 1) a mediator; 2) two disputants; and 3) two or three observers who will comment on the process and identify the communication skills that the participants used using the Mediation Checklist. (**Explain** that the observers will have an opportunity to participate more actively in a subsequent mediation role play.)

2. **Give** the groups time to review their roles and 10-15 minutes to conduct the mediation role play. **Circulate** among the groups and facilitate if necessary.

3. When the allotted time is up, **ask** the observers to comment on the role plays:

   - Did the participants observe the ground rules?
   - What communication skills did they use?
   - What was done particularly well?
   - What could have been done better?
   - Did they reach a solution? Will it work? If not, why not?

4. **Continue** with additional role plays in this or a subsequent class session.

Activity 3

Ongoing Use of Mediation

Time

15 minutes

Procedure

1. **Recall** the role playing and **comment** that mediation is hard work. **Discuss** the following with the class:

   - Why people who are having problems might want to use the mediation process.
   - The possibility of using the mediation process to resolve real disputes that occur at home, in school, in the neighborhood, etc.
   - Who might serve as a mediator in these various settings and the qualities that person would need to have.
   - The possibility of using the communications skills learned to help solve problems on their own without the help of a mediator.

2. **Ask** the class to look for opportunities to apply the process/skills during the next week, and **discuss** the results in a follow-up session.

Resolving Conflict Through Mediation

Worksheets, Role Plays, and Other Handouts

Mediation Demonstration Role Play*

Background

Karen, who is 13, has a great deal of artistic ability. She hopes to be a painter someday. Since moving into town four years ago, Karen attended the local school with the other kids in the neighborhood. Then at the beginning of seventh grade, her parents insisted that she attend a school across town that has a special program for gifted and talented students. Now her old friends no longer include her in their activities. It is a Saturday, and Karen is at the mall. She sees some of her old friends at the food court, walks over to one of them, Sandy, and tries to start a conversation. But Sandy doesn't respond and the two begin to argue. Janice, an older girl, whom they both admire, is within earshot.

Role play

Karen	"Hi Sandy, it's me, Karen. How are you!"
Sandy	"Get lost, who wants to talk to you?"
Karen	"Come on, Sandy, what's going on? Why don't you ever talk to me anymore?"
Sandy	"Why don't you go talk to those gifted kids at your new school?"
	Janice joins Karen and Sandy.
Janice	"Hey, what are you two arguing about?"
Karen	"She's just being nasty."
Janice	"Karen, you seem upset about this."
Karen	"I thought she was my friend, now she won't talk to me."
Janice	"Sandy, do you have anything to say?"
Sandy	"I don't know why she's upset, she's such a snob."
Janice	"Why do you think she's a snob?"
Sandy	"Well, for one thing, she decided not to go to our school anymore. She thinks she's too good for us."
Janice	"Karen, I didn't know you were going to a different school. How do you feel about it? Do you like it?"
Karen	"I hate it. I didn't want to go, my parents are making me go."
Sandy	"But I thought you wanted to be an artist. I didn't think you wanted to hang around with regular kids anymore."
Karen	"I do want to be an artist, but I wish I was back at the old school. I really miss my old friends. Can't we still get together once in a while?"
Sandy	"I didn't know you felt that way. I thought you wanted to go to that school. Come on, let's get something to eat."

I Statement Worksheet*

Write an I Statement for each problem.

1. **You loan your library book to your friend and he/she loses it.**

I _____

when _____

because _____

2. **Your best friend shows your boyfriend (or girlfriend) a note you wrote about him (or her).**

I _____

when _____

because _____

3. **The student next to you looks at your work during a test and gets you into trouble.**

I _____

when _____

because _____

4. **Your mother makes you wash the dishes, which makes you late for the movies.**

I _____

when _____

because _____

5. **Your teacher always calls you by your "real" name, Francis. You hate this name. Everyone else calls you Frank.**

I _____

when _____

because _____

6. **Even though there is no dress-code, your parents won't let you wear sneakers to school. Everyone else does.**

I _____

when _____

because _____

7. **The student who sits behind you in class distracts you by constantly tapping your chair and throwing paper wads at you.**

I _____

when _____

because _____

* *Section 2, Activity 1*
Source: Adapted from Conflict Management Training Guide.

Active Listening Role Play: Michelle and Krista*

Make 1 copy of this page and cut in half; teacher reads the background and gives Michelle her part to read.

Background (teacher reads)

Michelle and Krista are good friends. Michelle received an expensive new sweater from her mother as a birthday gift. Krista borrowed the sweater from Michelle to wear to a picnic. When Krista returned the sweater to Michelle, it was soiled. Michelle is very upset, she says... [have Michelle read her part].

Cut here

Michelle says:

"My mother is going to kill me when she sees this sweater. It's ruined. Krista's a pig -- she doesn't care about anything. I let her borrow my sweater and now look at it. I'll never speak to her again."

** Section 2, Activity 2*

Active Listening Worksheet*

Listen actively, then write 2 or 3 clarifying questions or statements for each conflict scenario.

John and Tim conflict

1.
2.
3.

Carol and Marie conflict

1.
2.
3.

** Section 2, Activity 2*

Open Questions Worksheet*

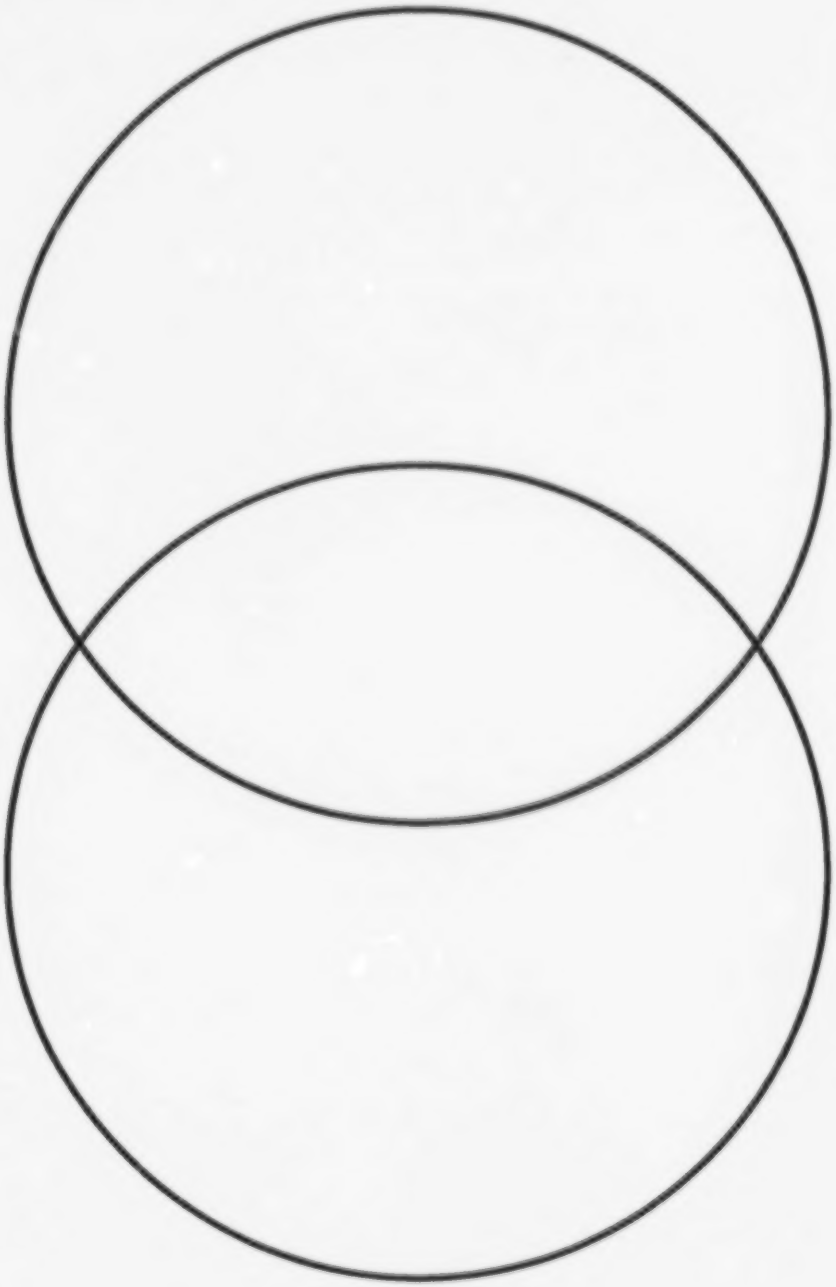
Label each question OPEN or CLOSED. Rewrite the closed questions as open questions.

1. How did you feel when you discovered your bike missing?
2. Did you break his radio?
3. Why can't you just help your brother with his chores?
4. Are you sure you never called him a liar?
5. Why don't you like her?
6. Can you tell me more about that?

** Section 2, Activity 4*

Common Ground Worksheet*

Can you identify the common ground?



Hidden Agendas: Jim and Bill Role Play*

Background (teacher reads)

This morning before he left for school, Jim's mother yelled at him -- for the third time this week -- for not completing some household chores. Jim feels that he is doing more than his share, compared to his brother and sister. He is tired of his mother's nagging and is feeling very "touchy." Bill, Jim's long-time friend, kidded with him when he got on the bus. He punched him softly on the arm and said, "How ya doing, Dude?" Jim shoved Bill, and the two started to fight. Jim says... [have Jim read his part]. Then Bill replies... [have Bill read his part].

Cut here

Jim says:

"Bill is a real pain. He called me a name, and I'm sick of it. Why doesn't he just leave me alone?"

Cut here

Bill says:

"I don't understand what's going on with Jim. We're friends -- we always tease each other and call each other names. Now, he's jumping down my throat."

Mediation Process Worksheet*

Introduction

1. The mediator introduces him/herself and asks the disputing parties their names.
2. The mediator asks the parties if they would like assistance in resolving the conflict.
3. The mediator explains the rules of mediation and asks the parties if they agree to follow the rules.

Communicating about the problem

1. The mediator decides who will talk first. Some type of objective process should be used to determine who talks first to avoid the appearance of favoritism (e.g., the mediator could ask who would like to begin or flip a coin).
2. After each person tells his/her story, the mediator uses active listening to restate and clarify the problem and how the person feels. The mediator also asks questions to get at hidden agendas.
3. The mediator asks each person if he/she understands what the other person has said and, if necessary, helps to clarify any misunderstandings.

Identifying common ground and brainstorming for solutions

1. The mediator asks each person what he/she wants and restates the wants of each.
2. The mediator tries to identify common ground or shared needs (e.g., they both may want to continue to be friends).
3. The mediator asks each person what he/she thinks can be done to solve the problem and restates those ideas.
4. The mediator helps the parties evaluate those solutions, trying to identify a Win-Win solution.

Resolving the conflict

1. After a Win-Win solution has been identified, the mediator makes sure that both parties agree with the solution.
2. The mediator asks the parties how they can put the solution into action and what they can do to prevent future problems.
3. The mediator congratulates the parties and thanks them for working hard to resolve the conflict.

** Section 3, Activity 1*

Mediation Checklist*

Role play: _____

Did the disputants follow the ground rules?

- ❑ Do not interrupt the other party.
- ❑ No name calling -- use I statements.
- ❑ Tell the truth.
- ❑ Work hard to solve the problem.

What communication skills were used? Examples:

- ❑ I statements
- ❑ Active listening
- ❑ Questions to identify hidden agendas
- ❑ Questions to identify common ground
- ❑ What kind of body language did you see?

What was done well?

What could have been done better?

Did the parties find a win-win solution?

- ❑ Will it work? Why or why not?

** Section 3, Activity 2*

Resolving Conflict Through Mediation-Student Evaluation

Date _____

Name of Activity _____

What I liked
What I did not like
Questions or comments

Mediation Role Plays

For use in Section 3: The Mediation Process

General Role Playing Instructions

1. **Give** a copy of the problem description and *both disputant roles* to the mediator. (Information regarding the perspectives of the disputants may help the mediator develop the questions needed to effectively mediate the dispute.)

2. **Give** a copy of the problem and the appropriate role to each disputant.

3. **Allow** a few minutes for the mediator and disputants to prepare for their roles.

4. **Read** the problem description to the class before beginning the role play.

Note: Various role plays follow.

Hanging Out Role Play

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Steve; give bottom half to Mother.

Problem

Steve, age 13, and his mother are having a disagreement over whether Steve should be allowed to stay out late and hang around with his friends. This clash of wills has created a great communications problem. Even the most everyday problems have escalated into arguments.

Steve's role

Steve wants to stay out as late as he desires with his friends without telling his mother exactly where he is going. He feels he is old enough to be "trusted." Especially since "everyone else is doing it." He feels his grades in school are good enough and, therefore, he should be allowed this freedom.

Cut here--Give this half to Mother

Problem

Steve, age 13, and his mother are having a disagreement over whether Steve should be allowed to stay out late and hang around with his friends. This clash of wills has created a great communications problem. Even the most everyday problems have escalated into arguments.

Mother's role

The mother is worried that Steve will get into trouble. She does not want him to start this behavior. She also worries about where he is and his personal safety. She believes that his grades are fine now, but they could decline with his study time being taken up by hanging out time. She does trust her son, but she does not know or trust his friends.

Tiffany Triangle Role Play

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Mike; give bottom half to David.

Problem

Mike and David used to be good friends. They see each other everyday at basketball practice, and they live in the same neighborhood. Mike had been going with a girl, Tiffany, for a short time. But Tiffany recently broke up with Mike and started going out with David.

Mike started harassing David, and the two boys started a physical fight on the school grounds. A teacher broke up the fight and threatened to have them both thrown off the basketball team if they continue to fight. They are both very angry.

Mike's Role

Mike had heard that David was bragging that he took Tiffany away from him. Mike felt he had to prove his "macho-ness," so he picked a fight with David. Mike is really keen on Tiffany, but they had a spat about a week ago. When she went out with David, he just saw red.

Cut here--Give this half to David

Problem

Mike and David used to be good friends. They see each other everyday at basketball practice and they live in the same neighborhood. Mike had been going with a girl, Tiffany, for a short time. But Tiffany recently broke up with Mike and started going out with David.

Mike started harassing David, and the two boys started a physical fight on the school grounds. A teacher broke up the fight and threatened to have them both thrown off the basketball team if they continue to fight. They are both very angry.

David's Role

David thought that he and Mike were good friends. David just started going out with Tiffany. He met her at school, and the idea of going out seemed to be more hers than his. He's not even sure that he likes her. David didn't want to fight but couldn't back down in front of the crowd. Now they both risk being thrown off the basketball team. He wishes Mike had spoken to him before the fight.

Class Clown Role Play

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Mrs. Grant; give bottom half to Charlie.

Problem

Mrs. Grant teaches a large English class with many difficult and unruly students. One boy, Charlie, in particular seems to over-socialize with his classmates. During one very discouraging day, Mrs. Grant loudly reprimanded Charlie in front of his friends. Charlie was embarrassed, shouted back, and left her class saying he would never return.

Mrs. Grant's role

Mrs. Grant feels that the school has given her too many students to effectively teach the class. Charlie is a bright student, but somewhat of a class clown. He leads, and the class follows. At times, she is so frustrated with the lack of respect for her that she feels she must use her authority to more seriously discipline the students than would be necessary if they acted with more maturity.

Cut here--Give this half to Charlie

Problem

Mrs. Grant teaches a large English class with many difficult and unruly students. One boy, Charlie, in particular seems to over-socialize with his classmates. During one very discouraging day, Mrs. Grant loudly reprimanded Charlie in front of his friends. Charlie was embarrassed, shouted back, and left her class saying he would never return.

Charlie's role

Charlie feels Mrs. Grant is always blaming him for every disruption. He feels that Mrs. Grant has it in for him and no matter what kind of work he does, she will give him a poor grade. Charlie knows he jokes a lot, but he is insecure about his height (he is the shortest boy in class), and he seems to have found a way to be accepted by his classmates. He does want to do well in school, but at the moment would rather feel like he belongs. He wishes Mrs. Grant had not yelled at him in front of the class.

Missing Math Assignment Role Play*

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Susan; give bottom half to Jane.

Problem

Susan and Jane are students in math class. They were arguing in class and were sent to detention by the math teacher. Although they used to be friends, now they will not speak to one another.

Susan's role

Susan believes that Jane stole her math assignment, put her name on it, and handed it in as her own work. Susan saw Jane at her desk right before class started, while she was sharpening her pencils. When she returned to her desk, she could not find her homework assignment. She is very upset because she got an F for not handing it in.

Cut here--Give this half to Jane

Problem

Susan and Jane are students in math class. They were arguing in class and were sent to detention by the math teacher. Although they used to be friends, now they will not speak to one another.

Jane's role

Jane is very hurt and angry that Susan accused her of stealing her homework. Jane says that she was at Susan's desk because she had accidentally knocked her book off and was putting it back.

**Source: Adapted from SPARC.*

Honor Student Role Play

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Father; give bottom half to Lisa.

Problem

Lisa's mother is a doctor and her father is a lawyer. They are both very concerned with Lisa's grades and believe that anything less than an honors grade is not acceptable. Lisa just failed her most recent English test. She is arguing with her father because now he will not allow her to watch television or use the phone during the week.

Father's role

Lisa's father believes that hard work is the key to academic success. He believes that Lisa can earn straight A's if she will "just apply herself." He wants the best for her and wants to make sure that she will be accepted at a good college.

Cut here--Give this half to Lisa

Problem

Lisa's mother is a doctor and her father is a lawyer. They are both very concerned with Lisa's grades and believe that anything less than an honors grade is not acceptable. Lisa just failed her most recent English test. She is arguing with her father because now he will not allow her to watch television or use the phone during the week.

Lisa's Role

Lisa has been in this school for just a few months and is having a difficult time making friends. She is often depressed and finds it difficult to concentrate. She feels bad that she failed the test and knows she is letting her parents down. However, right now, "getting in" with a certain group is more important than being an honor student.

"She Said" Role Play

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Jackie; give bottom half to Tiffany.

Problem

Tiffany and Jackie have been best friends since the first grade. They recently entered Middle School and now their friendship is "off and on." Sometimes, they eat lunch together almost every day and talk for hours at night on the telephone. But sometimes they don't see each other or talk to one another for days. They seem to be getting caught up with new friends and new activities.

Tiffany and Jackie are now arguing because Carrie, another girl they occasionally eat lunch with, told Jackie that Tiffany said that Jackie was a selfish snob, who would only be your friend if she thought she could get something from you.

Jackie says:

"I heard from Carrie that you're spreading rumors about me all over school. Well, I'll get you, I can spread lies too."

Cut here--Give this half to Tiffany

Problem

Tiffany and Jackie have been best friends since the first grade. They recently entered Middle School and now their friendship is "off and on." Sometimes, they eat lunch together almost every day and talk for hours at night on the telephone. But sometimes they don't see each other or talk to one another for days. They seem to be getting caught up with new friends and new activities.

Tiffany and Jackie are now arguing because Carrie, another girl they occasionally eat lunch with, told Jackie that Tiffany said that Jackie was a selfish snob, who would only be your friend if she thought she could get something from you.

Tiffany says:

"I don't know what you're talking about. Why would I spread rumors about you? I hardly know you anymore."

Tina Likes Joe Role Play*

Instructions

1. Make two copies of this page.
2. Give the whole page (problem and both disputants' parts) to Mediator.
3. Give the top half of the page to Tina; give bottom half to Meg.

Problem

Tina and Meg, who are close friends, are now yelling in the locker room.

Tina says:

"I don't ever want to talk to you again. I thought we were friends and that I could trust you. I told you I liked Joe, and you went and blabbed it all over school. I can't believe I ever liked you."

Cut here--Give this half to Meg

Problem

Tina and Meg, who are close friends, are now yelling in the locker room.

Meg says:

"I didn't tell the whole school. I just told Joe's friend Rick because I thought it would help you if Joe knew. That's the last time I ever try to help you."

**Source: Adapted from SPARC*

Etna